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THOMAS JEFFERSON'S BIRTHDAY

PROGRAM AND SELECTIONS

For its Celebration, Wednesday, April 13th, 1910, in the Schools of Alabama

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PROGRAM AND SELECTIONS
FOR ITS CELEBRATION
WEDNESDAY, APRIL 13
1910

IN THE

SCHOOLS
OF
ALABAMA

ISSUED BY
THE DEPARTMENT OF EDUCATION
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THE VALUE OF HISTORY.

To every country its own history is of prime importance. Upon this, its national character and its national sentiments depend. Patriotism, the first of civic virtues, can have no intelligent basis, beyond a blind instinct, save in a just appreciation of the excellencies which have marked the career of a country;—of the services, sufferings, and devotion of its sons; of the justice, beauty and utility of its institutions; of its adaptation to the wants of civilized society, and of the lessons of heroism, philanthropy, and intellectual and moral grandeur which its annauls present. How essential then, to every State or nation which aspires to be more than a mere Sahara in history, that its records should be compiled and embodied, and its chronicles, vivified and embellished by the touches of genius—be rendered imperishable monuments for future ages.—Alexander B. Meek, *Romantic Passages in Southwestern History*, pp. 74-75.

PREFATORY.

To the Teachers of Alabama:

So far as I can learn Alabama is the first State in the Union to set aside the birthday of that great American, Thomas Jefferson, as a legal holiday. At the suggestion of Col. Sam'l Will John, who I understand is responsible for this designation, the Department of Education is issuing a suggestive program for the celebration of this day..

I can imagine no event which can be more appropriately celebrated in the schools of the State than the birth of Thomas Jefferson. His work for the cause of education, for the uplift of the masses, his statesmanship, his patriotism and prophetic vision have made the South, especially, what it is in an educational way. *Let us do him honor.*

Jefferson wrote his own epitaph and it is inscribed on his tombstone at Monticello. It reads as follows:

Here was buried
THOMAS JEFFERSON
Author
of the Declaration of
American Independence,
of
The Statute of Virginia
for religious freedom, and
Father of the University
of Virginia.

On the bit of paper upon which Jefferson had written the inscription that he desired on his monument was added the following sentence:

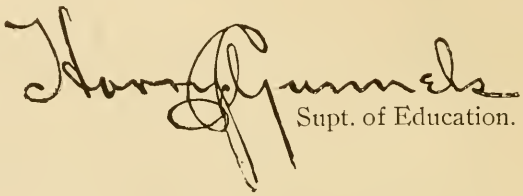
"Because, by these, as testimonials that I have lived,
I wish most to be remembered."

This great man, a former President of the United States, having occupied other official positions of great prominence, declared that he wanted to live in the memory of the people

not for these, but on account of what he had done in the name of political and religious freedom and the cause of education.

I wish to acknowledge the indebtedness of this office for the valuable aid given by Col. Sam'l Will John, Dr. Thomas M. Owen, the Director of the Department of Archives and History, and Mr. W. C. Swanson in the preparation of this pamphlet.

Yours very truly,



Supt. of Education.

SUGGESTIVE ORDER OF EXERCISES.

(The order of exercises below is given as a suggestive help to the teacher. It can be varied to suit the individual taste. Selections given may be omitted, and others may be introduced. The numbers correspond with the numbers of the selection.)

1. Song, "Alabama." By the entire school. To be followed by an invocation by a minister.
2. The significance of the Jefferson anniversary. By Col. Sam'l Will John.
3. Biographical outline. Compiled by W. C. Swanson.
4. Thomas Jefferson and the Declaration of Independence.
5. Song, "Maryland, My Maryland!"
6. Thomas Jefferson, the Declaration of Independence and Franklin's anecdote of the "hatter."
7. Statute of Virginia for religious freedom.
8. Jefferson's most famous words.
9. Adams and Jefferson.
10. Objects of Primary Education as Defined by Jefferson.
11. The Father of the University of Virginia.
12. The Louisiana Purchase.
13. Stories of Jefferson.
14. Washington's estimate of Jefferson.
15. Song, "Dixie's Land." By the entire school.
16. Patriotic Motives of Jefferson.
17. Jefferson on Popular Government.
18. Jefferson on Botany.
19. Song, "Oh, Columbia, the gem of the Ocean."
20. Jefferson and Our Decimal Money System.
21. Jefferson on the Study of History.
22. Monticello, the home of Jefferson.
23. Lincoln's tribute to Jefferson.
24. Some of the policies and events of Jefferson's administration illustrated by pictures.
25. Song, "America." By the entire school.

1. ALABAMA.

By Miss Julia S. Tutwiler.

OUR STATE SONG—ADOPTED BY PUBLIC SCHOOLS OF THE STATE.

Air—*Harwell or The Austrian National Hymn.*

1. Alabama, Alabama,
We will aye be true to thee,
From thy Southern shore where groweth,
By the sea thy orange tree,
To thy Northern vale where floweth,
Deep and blue thy Tennessee,
Alabama, Alabama,
We will aye be true to thee!

2. Broad the Stream whose name thou bearest;
Grand thy Bigbee rolls along;
Fair thy Coosa—Tallapoosa;
Bold thy Warrior, dark and strong;
Goodlier than the land that Moses
Climbed lone Nebo's Mount to see,
Alabama, Alabama,
We will aye be true to thee!

3. From thy prairies broad and fertile,
Where the snow-white cotton shines,
To the hills where coal and iron
Hide in thy exhaustless mines,
Strong-armed miners—sturdy farmers;
Loyal hearts whate'er we be,
Alabama, Alabama,
We will aye be true to thee!

4. From thy quarries where the marble
White as that of Paros gleams,
Waiting 'till thy sculptor's chisel,
Wake to life thy poet's dreams;

For not only wealth of nature,
Wealth of mind hast thou in fee,
Alabama, Alabama,
We will aye be true to thee!

5. Where the perfumed south-wind whispers,
Thy magnolia groves among,
Softer than a mother's kisses,
Sweeter than a mother's song;
Where the golden jasmine trailing,
Wooes the treasure-laden bee,
Alabama, Alabama,
We will aye be true to thee!

6. Brave and pure thy men and women,
Better this than corn and wine,
Make us worthy, God in heaven,
Of this goodly land of thine;
Hearts as open as our doorways,
Liberal hands and spirits free,
Alabama, Alabama,
We will aye be true to thee!

7. Little, little, can I give thee,
Alabama, mother mine;
But that little, hand, brain, spirit,—
All I have and am are thine.
Take, O take the gift and giver,
Take and serve thyself with me,
Alabama, Alabama,
I will aye be true to thee.

2. THE SIGNIFICANCE OF THE JEFFERSON ANNIVERSARY.

By Col. Sam'l Will John, of Birmingham.

(*To be read by the teacher.*)

On April 13, 1910, will be celebrated the birth of Thomas Jefferson, the greatest constructive Statesman in all the tides of time, Moses alone excepted.

It is, by law, made a legal holiday in Alabama, and so far as I can find, this is the only State that has paid this small tribute to the worth and services of the greatest Democrat who ever lived, and labored for his fellow men.

Jefferson was the first to construct an articulate plan of public education, outlined as follows: 1. Elementary Schools, for all children generally, rich and poor, without distinction. 2. Colleges, or as they are more usually styled in this country, Academies, for a middle degree of instruction, calculated for the common purposes of life, yet such as would be desirable for all. 3. A University, in the room of William and Mary College, as the ultimate grade, for teaching the sciences generally, and in their highest degree. 4. Public Libraries.

This plan was prepared for Virginia, but has never been improved upon, and has gradually been adopted by most of the States, though Alabama did not establish the middle grade of Schools, now generally called High Schools, till the passage of the Act, approved August 7, 1907.

Mr. Jefferson's plan provided for the annual selection and promotion, of the most promising students, through the different grades, on to, and through the University, at the *public expense.*

His reason for this grandest plan of education ever formed by the mind of man, is best given in his own words: "Genius and worth would thus be sought out of every walk of life; and to adopt a favorite sentiment of the author, the veritable aristocracy of nature would be completely prepared by the laws, for defying and defeating the 'psuedo-aristocracy of wealth and birth,' in the competition for public trusts."

His motto was: "For I have sworn upon the Altar of God, eternal hostility against every form of tyranny over the *mind of man.*" And he was not content to have sworn this, but devoted the latest years of his life to building the University of Virginia, and starting it onward in the great work of freeing the minds of men from the greatest of all tyrannies —ignorance.

So potent was his spirit and influence, that they are still felt and breathed in that noblest, grandest of Democratic Schools.

A short time before the assembling of the Convention to frame the first Constitution of Maine, Hon. William King, afterwards President of the Convention, visited Mr. Jefferson in his home at Monticello to consult the great constitutionalist about the frame of the Constitution of the new State.

At Mr. King's request, Mr. Jefferson wrote an article, which Mr. King succeeded in having incorporated in the Constitution, as Article VIII—"Literature"—of the first Constitution of Maine.

It breathes out Mr. Jefferson's ardent love of freedom, points the way to freedom from the bondage of ignorance, and declares it to be the duty of the Legislature "to require the several towns to make suitable provision at their own expense, for the support and maintenance of *public schools;* and to encourage and suitably endow academies, colleges and seminaries of learning; but no institution shall be endowed, unless the Legislature of the State shall have the right to grant any further powers, to alter, limit or restrain any of the powers vested in any such literary institution."

This was the first Constitution, which provided for the establishing of *public schools,* and maintaining them by local taxation, and the first distinct renunciation of that false doctrine, promulgated by Marshall through the opinion of the U. S. Supreme Court in the Dartmouth College case.

Had this truth been apprehended, this warning heeded by the makers of all subsequently adopted State Constitutions, we would not now be in a life and death struggle with the holders of predatory wealth for the preservation of the right of a State to regulate the internal affairs of its people, which right is constantly being chiseled away by the U. S. Courts.

His last prayer was, that he might live to see the fiftieth anniversary of the Declaration of Independence, and having seen its sun rise to the glory of the meridian, he bid farewell to his daughter and friends, and as his spirit was leaving his body, he was heard to whisper the prayer of Simeon: "Lord, now lettest thou thy servant depart in peace."

Among his papers was found the plan of a simple monument to mark his grave; and the simple, though characteristic epitaph, which was engraved thereon when it was erected:

"Here was buried
"Thomas Jefferson,
"Author of the Declaration of Independence,
"of the Statute of Virginia for Religious Freedom,
"And Father of the University of Virginia."

On the base, "Born, April 2, 1743, O. S., Died, July 4, 1826."

May the school children of Alabama, learn of his virtues, love of freedom, and desire for universal education; and annually celebrate his birth, as the greatest benefactor of mankind.

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3. BIOGRAPHICAL OUTLINE.

Compiled by Wm. C. Swanson.

Thomas Jefferson, first son of Peter and Sarah (Randolph) Jefferson, was born old style April 2, new style April 13, 1743, at Shadwell, Albermarle County, Virginia; studied at William and Mary's College, Williamsburg, and after leaving college practiced law successfully several years. Elected in 1769 to the Virginia Burgesses, he joined zealously with the revolutionary party, whose efforts culminated in the Convention of 1776, when Virginia was committed to the independence policy. In that year Jefferson seized the opportunity presented by the high tide of revolutionary feeling to secure the enactment of the Virginia statutes establishing religious freedom and abolishing the laws of entail and primogeniture. At the same time he was prominent in measures which brought on the Continental Congress, in which he was a delegate and drew up the Declaration of Independence; throughout the war which followed he was Governor of Virginia; after the

peace, was elected in 1783 to the Congress of the Confederation in which his most important services were the establishment of a decimal system of money and the inaugural formation of the Northwestern Territory.

Mr. Jefferson was sent in 1784 as Minister from the United States to France, remaining in the post five years and doing much to strengthen the alliance between the two countries. Upon his return he became Secretary of State in the first cabinet of President Washington. In that situation were developed between Jefferson and other leaders, principally Alexander Hamilton, differences which formed the genesis of political parties in the United States. As champion of State's rights and popular sovereignty, Jefferson gained a position of eminence, and in the election following Washington's second term was a strong candidate for the presidency, for which he was only narrowly defeated by John Adams, Jefferson becoming Vice-President, 1797. The strife of the contending parties reached its height in the elections of 1800, when Jefferson was elected President against John Adams, the Federal candidate. President Jefferson was re-elected in 1804. The most important act of his entire administration was the purchase, during his first term, of the Louisiana territory by the United States from France, under Napoleon, for eleven millions and two hundred and fifty thousand dollars, or 60,000,000 francs.

After his second term in the presidential office, Jefferson retired to his estate of Monticello near Charlottesville, Va., where he spent the remainder of his days. Durings this period his activities were mainly given to founding the University of Virginia, which he considered his noblest, as it was his last, great undertaking.

He died at Monticello, July 4, 1826, on the fiftieth anniversary of the immortal declaration he had penned.

Though born and educated in the first rank of colonial life, Mr. Jefferson was a Democrat in theory and in practice. He held that the world is governed too much, and that "that government is best which governs least."

In person, Jefferson was tall, well formed, straight, and uncommonly strong. He had sandy hair and ruddy complexion. Owing to the somewhat pronounced ruggedness of his features, he could scarcely have been called handsome, yet he

had a tranquil and benevolent countenance, natural and easy manners, and a perfect temper. He was one of the best informed men of his time, and all his habits and instincts were those of a student and observer.

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4. THOMAS JEFFERSON AND THE DECLARATION OF INDEPENDENCE.

By George Bancroft.

The resolution of Congress changed the old thirteen British colonies into free and independent states. It remained to set forth the reason for this act, and the principles which the new people would own as their guides. Of the committee appointed for that duty, Thomas Jefferson of Virginia had received the largest number of votes, and was in that manner singled out to draft the confession of faith of the rising empire. He owed this distinction to respect for the colony which he represented, to the consummate ability of the state papers which he had already written, and to that general favor which follows merit, modesty, and a sweet disposition; but the quality which specially fitted him for the task was the sympathetic character of his nature, by which he was able with instinctive perception to read the soul of the nation and, having collected its best thoughts and noblest feelings, give them out in clear and bold words, mixed with so little of himself that his country, as it went along with him, found nothing but what it recognized as its own. Born to an independent fortune, he had from his youth been an indefatigable student. "The glow of one warm thought was worth more to him than money." Of a hopeful temperament and a tranquil, philosophic cast of mind, always temperate in his mode of life, and decorous in his manners, he was a perfect master of his passions. He was of a delicate organization, and fond of elegance; his tastes were refined; laborious in his application to business or the pursuit of knowledge, music, the most spiritual of all pleasures of the senses, was his favorite recreation; and he took a never-failing delight in the varied beauty of rural life, building himself a home in the loveliest region of his native state. He was

a skillful horseman, and with elastic step would roam the mountains on foot. The range of his studies was very wide; he was not unfamiliar with the literature of Greece and Rome; had an aptitude for mathematics and mechanics, and loved especially the natural sciences; scorning nothing but metaphysics. British governors and officials had introduced into Williamsburg the prevalent free-thinking of Englishmen of that century, and Jefferson had grown up in its atmosphere; he was not only a hater of priestcraft and superstition and bigotry and intolerance, he was thought to be indifferent to religion; yet his instincts all inclined him to trace every fact to a general law, and to put faith in ideal truth; the world of the senses did not bound his aspiration, and he believed more than he himself was aware of. He was an idealist in his habits of thought and life, and he was kept so, in spite of circumstances, by the irresistable bent of his character. He had great power in mastering details as well as in searching for general principles. His profession was that of the law, in which he was methodical, painstaking and successful; at the same time he pursued it as a science, and was well read in the law of nature and of nations. Whatever he had to do, it was his custom to prepare himself for it carefully; and in public life, when others were at fault, they often found that he had already hewed out the way; so that in council men willingly gave him the lead, which he never appeared to claim, and was always able to undertake. But he rarely spoke in public, and was less fit to engage in the war of debate than calmly to sum up its conclusions. It was a beautiful trait in his character that he was free from envy; he is the constant and best witness to the greatness of John Adams as the advocate and defender of independence. A common object now riveted the two statesmen together. At that period Jefferson, by the general consent of Virginia, stood first among her civilians. Just thirty-three years old, married, and happy in his family, affluent, with a bright career before him, he was no rash innovator by his character or his position; if his convictions drove him to demand independence, it was only because he could no longer live with honor under the British "constitution, which he still acknowledged to be better than all that had preceded it." His enunciation of general principles was fearless, but he was no visionary devotee of abstract theories; the nursling of his coun-

try, the offspring of his time, he set about the work of a practical statesman, and the principles which he set forth grew so naturally out of previous law and the facts of the past that they struck deep root and have endured.—From *History of the United States* (1888), vol. iv., pp. 442-444.

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5. MARYLAND! MY MARYLAND!

By James R. Randall.

The despot's heel is on thy shore,
Maryland!
His torch is at thy temple door,
Maryland!
Avenge the patriotic gore
That flecked the streets of Baltimore,
And be the battle-queen of yore,
Maryland! My Maryland!

Hark to an exiled son's appeal,
Maryland!
My mother-State, to thee I kneel,
Maryland!
For live and death, for woe and weal,
Thy peerless chivalry reveal,
And gird thy beauteous limbs with steel,
Maryland! My Maryland!

* * *

Thou wilt not cower in the dust,
Maryland!
Thy beaming sword shall never rust,
Maryland!
Remember Carroll's sacred trust;
Remember Howard's war-like thrust,
And all thy slumb'rers with the just,
Maryland! My Maryland!

* * *

Thou wilt not yield the Vandal toll,
Maryland!
Thou wilt not crook to his control,
Maryland!
Better the fire upon the roll,
Better the shot, the blade, the bowl,
Than crucifixion of the soul,
Maryland! My Maryland!

I hear the distant thunder-hum,
Maryland!
The Old Line bugle, fife and drum,
Maryland!
She is not dead, nor deaf, nor dumb—
Huzza! She spurns the Northern scum!
She breathes! She burns! She'll come! She'll come!
Maryland! My Maryland!

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6. THOMAS JEFFERSON, THE DECLARATION OF INDEPENDENCE AND FRANKLIN'S ANECDOTE OF THE "HATTER."

According to admitted standards of greatness, Jefferson was a great man. After all deductions on which his enemies might choose to insist, his character could not be denied great elevation, great intellectuality, versatility, breadth, insight, and delicacy. He was as reserved as General Washington in the face of popular familiarities; he never showed himself in crowds. During the last thirty years of his life, he was not seen in a northern city, even during his presidency; nor indeed was he seen at all, except on horseback, or by his friends and visitors in his own house. With manners apparently popular, and informal, he led a life of his own, and allowed few persons to share it. His tastes, for that day, were exceedingly refined. The roughness of political life was an incessant torture to him, and personal attacks made him keenly unhappy. His temperament was sunny and sanguine, and the atrabilious philosophy of New England was intolerable to him. He was keenly sensitive to criticism, and he refers to this in an anecdote of Franklin.

"When the Declaration of Independence was under the consideration of Congress, there were two or three unlucky expressions in it, which gave offense to some members. Although the offensive expressions were removed, these gentlemen continued their depredations on other parts of the instrument. I was sitting by Dr. Franklin, who perceived that I was not insensible to these mutilations, and consoled me by giving me an account of his lesson. 'When I was a journey-man printer, an apprentice hatter was about to open shop for himself. He composed this inscription of a sign-board, and submitted the inscription to his friends for their amendments: '*John Thompson, hatter, makes and sell hats for ready money,*' with the figure of a hat subjoined. The first man thought *hatter* unnecessary because *makes hats* shows that he was a hatter. It was struck out. The next man observed that *makes* might be omitted, because no one cared who made the hats, if they were good. Struck out. A third thought *for ready money* useless, because contrary to custom to sell on credit; struck out. The inscription now stood: "*John Thompson sells hats.*" '*Sells hats,*' said his next friend 'does any body expect you to give them away?' So *sells* was struck out and *hats* followed it; and then the word *hats* as there was one painted on the board, so the inscription was ultimately reduced to *John Thompson* with the figure of the hat subjoined.' "

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7. STATUTE OF VIRGINIA FOR RELIGIOUS FREEDOM.

Drawn by Jefferson and enacted by the General Assembly of Virginia, 1786.

The General Assembly do enact: That no man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever, nor shall be enforced, restrained, molested, or burthened in his body or goods, nor shall otherwise suffer, on account of his religious opinions or belief; but that all men shall be free to profess, and by argument to maintain, their opinions in matters of religion, and that the same shall in no wise diminish, enlarge, or affect their civil capacities.

8. JEFFERSON'S MOST FAMOUS WORDS.

(For declamation by a boy.)

When, in the course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident:—that all men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; and whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate, that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty to throw off such government, and to provide new guards for their future security.—Extract from the *Declaration of Independence*, 1776.

9. ADAMS AND JEFFERSON.

By Daniel Webster.

Adams and Jefferson are no more; and we are assembled, fellow-citizens, the aged, the middle-aged, and the young, by the spontaneous impulse of all, under the authority of the municipal government, with the presence of the chief magistrate of the Commonwealth, and others of its official representatives, the University, and the learned societies, to bear our part in those manifestations of respect and gratitude which pervade the whole land. Adams and Jefferson are no more. On our fiftieth anniversary, the great day of national jubilee, in the very hour of public rejoicing, in the midst of echoing and re-echoing voices of thanksgiving, while their own names were on all tongues, they took their flight together to the world of spirits.

If it be true that no one can safely be pronounced happy while he lives, if that even which terminates life can alone crown its honors and its glory, what felicity is here! The great epic of their lives, how happily concluded! Poetry itself has hardly terminated illustrious lives, and finished the career of earthly renown, by such a consummation. If we had the power, we could not wish to reverse this dispensation of the Divine Providence. The great objects of life were accomplished, the drama was ready to be closed. It was closed; our patriots have fallen; but so fallen, at such age, with such coincidence, on such a day, that we can not rationally lament that that end has come, which we knew could not be long deferred.

Neither of these great men, fellow-citizens, could have died, at any time, without leaving an immense void in our American society. They have been so intimately, and for so long a time, blended with the history of the country, and especially so united, in our thoughts and recollections, with the events of the Revolution, that the death of either would have touched the chords of public sympathy. We should have felt that one great link, connecting us with former times, was broken; that we had lost something more, as it were, of the presence of the Revolution itself, and of the act of independence, and were driven

on, by another great remove from the days of our country's early distinction, to meet posterity, and to mix with the future. Like the mariner, whom the currents of the ocean and the winds carry along, till he sees the stars which have directed his course and lighted his pathless way descend, one by one, beneath the rising horizon, we should have felt that the stream of time had borne us onward till another great luminary, whose light had cheered us and whose guidance we had followed, had sunk away from our sight.

But the concurrence of their death on the anniversary of Independence has naturally awakened stronger emotions. Both had been presidents, both had lived to great age, both were early patriots, and both were distinguished and ever honored by their immediate agency in the act of independence. It cannot but seem striking and extraordinary, that these two should live to see the fiftieth year from the date of that act; that they should complete the year; and that then, on the day which had fast linked forever their own fame and their country's glory, the heavens should open to receive them both at once. As their lives themselves were the gifts of Providence, who is not willing to recognize in their happy termination, as well as in their long continuance, proofs that our country and its benefactors are objects of His care?—Extracts from a commemorative discourse, Aug. 2, 1826, in *The Works of Webster* (1853), vol. i., pp. 113-115.

10. OBJECTS OF PRIMARY EDUCATION AS DEFINED BY JEFFERSON.

Mr. Jefferson thus defined the objects of *primary* education:

1. To give to every citizen the information he needs for the transaction of his own business.
2. To enable him to calculate for himself, and to express and preserve his ideas, his contracts and accounts in writing.
3. To improve, by reading, his morals and faculties.
4. To understand his duties to his neighbors and country, and to discharge with competence, the functions confided to him by either.
5. To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor and judgment.
6. And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed.

This statement of the objects of primary education will never be improved. It ought to be written in letters of gold and hung in every primary school throughout the land and be known by heart to every teacher and child therein. It is, indeed, more than a statement of the elements of rudimentary education. It is an enumeration of the duties of every good citizen under a popular government.—From Address on "The University of Virginia" in the *Memorial Edition of the Writings of Thomas Jefferson*, vol. 2, p. xii.

11. THE FATHER OF THE UNIVERSITY OF VIRGINIA.

By Dr. Herbert Baxter Adams.

Emerson's words recur now with renewed force: *"An institution is the lengthened shadow of one man."* This saying has peculiar significance to one who has studied with some care the origin of the University of Virginia, and who has stood in front of Jefferson's house at Monticello and looked across that beautiful country toward the "academic village" which represents the best energies of his life. From that height Jefferson watched day by day the building of his University. It is a local tradition that often, when the work of the masons appeared to be going wrong, Jefferson would mount his horse and ride over in hot haste to correct the error. We can well believe it; for in August, 1820, he wrote to John Adams: "Our University, four miles distant, gives me frequent exercise, and the oftener, as I direct its architecture." The buildings of the University of Virginia are Jefferson's thought materialized in artistic form. If those pavilions and that grand rotunda should ever be shaken down by an earthquake, the future archaeologist might perhaps find the name of Jefferson upon every stone in the ruins.

Jefferson died with the feeling that the University was not yet fully appreciated by his fellow-citizens; but he was confident that posterity would do it justice. He once wrote to Cabell: "I have long been sensible that while I was endeavoring to render our country the greatest of all services, and placing our rising generation on the level of our sister States (which they have proudly held heretofore), I was discharging the odious function of a physician pouring medicine down the throat of a patient insensible of needing it. I am so sure of the future approbation of posterity, and of the inestimable effect we shall have produced in the elevation of our country by what we have done, as that I can not repent of the part I have borne in co-operation with my colleagues." The University was the noblest work of Jefferson's life. His system of higher education marks the continuation of his personal, vitalizing influence in Virginia and in the country at large more truly than does any other of his original creations.

By order of Congress a new monument has lately been erected upon the site of the old and battered shaft which stood over his grave in that little burying ground by the roadside, to the left as one goes towards the valley from Jefferson's old home. The new monument bears the inscription copied from the old stone, which has been piously removed to the campus of the University of the State of Missouri, at Columbia: "Here was buried Thomas Jefferson, author of the Declaration of American Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia. Born April 2d, 1743, O. S. Died July 4th, 1826."

Here lies a man who gave the best he had to his country, his State, his friends and neighbors, and to the University which bears not his name but that of Virginia. He sacrificed a large private fortune in expenditures for the public good, in the exercise of generous hospitality, and in meting obligations incurred by indorsing the notes of a family friend, whose bankruptcy gave Jefferson what he called his *coup de grace.*— From Adams's *Thomas Jefferson and the University of Virginia* (1888), p. 146.

12. THE LOUISIANA PURCHASE.

By Henry S. Randall.

(A declamation for three boys. If preferred, the teacher can read the first selection, the second and third to be read by pupils.)

I

For First Pupil.

Mr. Jefferson had conceived the design—he had foreseen the occasion—he had even given the signal to strike when the occasion came.

It was no ordinary triumph of which he omitted to claim the glory. When from the bema of the Pnyx the flashing eye of Demosthenes glaced from the uptured faces of the people of Athens to the scenes of those heroic achievements which he invoked them to emulate, it looked beyond the Gulf of Salamis and the plain of Marathon. Parnes, in whose rocky gorge stood Phyle, towered before him in the north, and in the south the heights on whose southern bases broke the waves of the Aegean. Almost the whole land of Attica lay under his vision, and near enough to have its great outlines distinguishable. What a world was clustered within that compass.

The land of Attica, whose sword shook and whose civilization conquered the world, had the superficial area and about one third the agricultural productiveness of a moderate sized county in any of the American States which have been erected in the province of French Louisiana.

No conqueror who has trod the earth to fill it with desolation and mourning, ever conquered and permanently amalgamated with his native kingdom, a remote approach to the same extent of territory.

But one kingdom in Europe equals the extent of one of its present States. Germany supports a population of thirty-seven millions of people. All Germany has a little more than the area of two-thirds of Nebraska; and, acre for acre, less tillable land. Louisiana as densely populated in proportion to its

natural materials of sustenation as parts of Europe, would be capable of supporting somewhere from four to five hundred millions of people. The whole United States became capable, by this acquisition, of sustaining a larger population than ever occupied Europe.

The purchase secured, independently of territory, several prime national objects. It gave us that homogenousness, unity and independence which is derived from the absolute control and disposition of our commerce, trade and industry in every department, without the hindrance or meddling of any intervening nation between us and any natural element of industry between us and the sea, or between us and the open market of the world. It gave us ocean boundaries in all exposed sides, for it left Canada exposed to us and not us to Canada. It made us indisputably and forever (if our own Union is preserved) the controllers of the western hemisphere. It placed our national course, character, civilization and destiny solely in our own hands. It gave us the certain sources of a not distant numerical strength to which that of the mightiest empires of the past or present is insignificant.—From *Life of Jefferson*, vol. iii., p. 64.

II

For Second Pupil.

A Gallic Caesar was leading his armies over shattered kingdoms. His armed foot shook the world. He decimated Europe. Millions of mankind perished, and there was scarcely a human habitation from the Polar Seas to the Mediterranean, where the voice of lamentation was not heard over slaughtered kindred, to swell the conqueror's strength and "glory." And the carnage and rapine of war are trifling evils compared with its demoralizations. The rolling tide of conquest subsided. France shrunk back to her ancient limits. Napoleon died a repining captive on a rock of the ocean. The stupendous tragedy was played out; and no physical results were left behind but decrease, depopulation and universal loss.—From *Life*, etc., vol. iii., p. 65.

III

For Third Pupil.

A republican President, on a distant continent, was also seeking to aggrandize his country. He led no armies. He shed not a solitary drop of human blood. He caused not a tear of human woe. He bent not one toiling back lower by governmental burdens. Strangest of political anomalies (and ludicrous as strange to the representatives of the ideas of the tyrannical and bloody past), he lightened the taxes while he was lightening the debts of a nation. And without interrupting either of the meliorations for an instant—without imposing a single new exaction on his people—he acquired, peaceably and permanently for his country, more extensive and fertile domains than ever for a moment owned the sway of Napoleon—more extensive ones than his gory plume ever floated over.

Which of these victors deserves to be termed "glorious?"

Yet, with that serene and unselfish equanimity, which ever preferred his cause to his vanity, this more than conqueror allowed his real agency in this great achievement to go unexplained to the day of his death, and to be in good measure attributed to mere accident, taken advantage of quite as much by others as by himself. He wrote no laurelled letter. He asked no triumph.—*Ibid.*

13. STORIES OF JEFFERSON.

By Edward Eggleston.

One day Jefferson was traveling. He went on horse-back, which was a common way of traveling in those days. He stopped at a country tavern, where he talked with a stranger who was staying there.

After awhile Jefferson rode away. Then the stranger said to the landlord, "Who is that man? He knew so much about law, that I was sure he was a lawyer. But when we talked about medicine, he knew so much about that, that I thought he must be a doctor. After awhile he seemed to know so much about religion that I was sure he was a minister. Who is he?"

Jefferson was a very polite man. One day, when his grandson was riding with him, he met a negro who lifted his cap and bowed. Jefferson bowed to the negro, but his grandson did not think it worth while to do so. Then Jefferson said to his grandson, "Do not let a poor negro be more of a gentleman than you are."

14. WASHINGTON'S ESTIMATE OF JEFFERSON.

(As stated in the "Biographical Outline," p. 9, Mr. Jefferson was Secretary of State in President Washington's first cabinet. In fact, he remained, at the President's request, for several months in the second cabinet in the same position, which he resigned. On that occasion the President sent him the letter which follows.)

Philadelphia, 1 January, 1794.

Dear Sir,

I yesterday received, with sincere regret, your resignation of the office of Secretary of State. Since it has been impossible to prevail upon you to forego any longer the indulgence of your desire for private life, the event, however anxious I am to avert it, must be submitted to.

But I cannot suffer you to leave your station without assuring you, that the opinion, which I had formed of your integrity and talents, and which dictated your original nomination, has been confirmed by the fullest experience; and that both have been eminently displayed in the discharge of your duty.

Let a conviction of my most earnest prayers for your happiness accompany you into your retirement; and while I accept, with the warmest thanks, your solicitude for my welfare, I beg you to believe that I always am, dear Sir, &c.

GEO. WASHINGTON.

15. DIXIE'S LAND.

By Daniel Decatur Emmett.

I wish I wuz in he land ob cotton;
Old times dar am not forgotten;
Look away! look away! look away!
Dixie land.
In Dixie land, whar I wuz born in,
Early on one frosty mornin',
Look away! look away! look away!
Dixie land.

Chorus:
Den I wish I were in Dixie, hooray! hooray!
In Dixie land
I'll took my stand
To lib and die in Dixie.
Away, away, away down South in Dixie.
Away, away, away down South in Dixie.

Old Missus marry "Will-de-weaber,"
William was a gay deceaber;
Look away! etc.
But when he put his arm around 'er,
He smiled as fierce as a forty pounder.
Look away! etc.

Chorus—Den I wish I was in Dixie, etc.

His face was sharp as a butcher's cleaber,
But dat did not seem to greab 'er;
Look away! etc.
Old Missus acted de foolish part,
And died for a man dat broke her heart.
Look away! etc.

Chorus—Den I wish I was in Dixie, etc.

Now here's a health to the next old Missus,
And all de gals dat want to kiss us;
Look away! etc.
But if you want to drive 'way sorrow,
Come and hear dis song to-morrow,
Look away! etc.

Chorus—Den I wish I was in Dixie, etc.

Dar's buckwheat cakes and Ingen' batter,
Makes you fat or a little fatter;
Look away! etc.
Den hoe it down an' scratch your grabble,
To Dixie's land I'm bound to trabble,
Look away! etc.

Chorus—Den I wish I was in Dixie, etc.

16. PATRIOTIC MOTIVES OF JEFFERSON.

Patriotic motives moved Jefferson to the idea that youth who were to become American citizens needed such training in moral and political science as would fit them for the practical duties of citizenship and self-government. Nothing is clearer in Jefferson's educational philosophy than his recognition of the importance of moral and political education under our American system of government. Our American colleges and universities have hardly yet risen to the Jeffersonian ideal in either of these great branches of education. As a matter of fact, there is almost no recognized connection between morals and politics, either in our organized system of instruction or in political life.

Jefferson had the idea of establishing a school of law and politics, based upon ethics, natural science, and the ancient and modern languages, which were to be associated respectively with ancient and modern history and literature. All the arts and sciences were to be tributary to the education of American citizens for their highest duties. Separate the patriotic idea from the institution of the University of Virginia and you have removed its roof and crown. Jefferson repeatedly expressed the idea that the University was patriotic in purpose; it was to be for the benefit of his State and native country. He looked upon the appointment of English professors "as one of the efficacious means of promoting that cordial good will which it is so much the interest of both nations to cherish." He wrote to the Hon. J. Evelyn Denison, a member of Parliament, that it was the interest of America to receive instruction through English teachers, and it was England's interest to furnish it; "for these two nations holding cordially together have nothing to fear from the united world. They will be the models for regenerating the condition of man, the sources from which representative government is to flow over the whole earth." Through Jefferson's plans for university education ran a broad and generous purpose; but he was practical enough to see that America must have her own political philosophy.—From Adams's *University of Virginia,* p. 135.

17. JEFFERSON ON POPULAR GOVERNMENT.

Government degenerates when trusted to the rulers of the people alone. The people themselves, therefore, are its only safe dispositories. And to render even them safe, their minds must be improved to a certain degree. This, indeed, is not all that is necessary, though it be essentially necessary. An amendment of our Constitution must here come in aid of the public education. The influence over Government must be shared among all the people. If every individual which composes their mass participates in the ultimate authority, the Government will be safe; because the corrupting the whole mass will exceed any private resources of wealth; and public ones cannot be provided but by levies on the people. In this case every man would have to pay his own price. The Government of Great Britain has been corrupted, because but one man in ten has a right to vote for members of Parliament. The sellers of the Government, therefore, get nine-tenths of their price clear. It has been though that corruption is restrained by confirming the right of suffrage to a few of the wealthier of the people; but it would be more effectually restrained by an extension of that right to such numbers as would bid defiance to the means of corruption.—From Jefferson's *Notes on Virginia* (1853), p. 160.

18. JEFFERSON ON BOTANY.

Jefferson was extremely practical in some of his scientific projects, and especially in the pursuit of botany. He wished to introduce plants and trees that would be useful to his countrymen. "For three-and-twenty years of the last twenty-five, by good old friend Thonin, superintendent of the Garden of Plants at Paris, has regularly sent me a box of seeds, of such exotics, as would suit our climate, and containing nothing indigenous to our country. These I regularly sent to the public and private gardens of the other States, having as yet no employment for them here."

This letter was written only about two months before Jefferson's death. Maintaining for nearly a quarter of a century his connections with Paris, the original source of Jefferson's enlarged ideas of university education, he had been scattering seeds from the *Jardin des Plantes* over the public and private gardens of America. Could there be a more pleasing historic picture of that dissemination of educational ideas which has now gone on for more than two generations from the University of Virginia, that seminary of higher learning, founded by the Sage of Monticello? Broadcast over the entire South have been scattered the seeds of culture and the germs of science. Some have fallen by the wayside; some where there was not much earth; but some have fallen upon good ground. Little is known at the North concerning the University of Virginia, but it is barely possible that some seeds of Jeffersonian influence have been wafted by the winds of destiny into the very gardens of New England culture.—From Adams's *University of Virginia,* p. 121.

19. COLUMBIA, THE GEM OF THE OCEAN.

By Timothy Dwight.

Oh, Columbia, the gem of the ocean,
The home of the brave and the free,
The shrine of each patriot's devotion,
A world offers homage to thee.
Thy mandates make heroes assemble
When Liberty's form stands in view.
Thy banners make tyranny tremble
When borne by the red, white and blue,
When borne by the red, white and blue,
When borne by the red, white and blue,
Thy banners make tyranny tremble,
When borne by the red, white and blue!

When war wing'd its wide desolation,
And threatened the land to deform,
The ark then of freedom's foundation
Columbia rode safe through the storm;
With the garlands of vict'ry around her,
When so proudly she bore her brave crew,
With her flag proudly floating before her,
The boast of the red, white and blue!
The boast of the red, white and blue!
The boast of the red, white and blue!
With her flag proudly floating before her,
The boast of the red, white and blue!

The star-spangled banner bring hither,
O'er Columbia's true sons let it wave;
May the wreaths they have won never wither,
Nor its stars cease to shine on the brave.
May the service united ne'er sever,
But hold to their colors so true;
The army and navy forever,
Three cheers for the red, white and blue!
Three cheers for the red, white and blue!
Three cheers for the red, white and blue!
The army and navy forever,
Three cheers for the red, white and blue!

20. JEFFERSON AND OUR DECIMAL MONEY SYSTEM.

By Wm. C. Swanson.

Having been invited by the Superintendent of Education to contribute something to his pamphlet for the celebration in the schools of the birthday of Thomas Jefferson, I offer a brief statement relative to the connection of that great man with the origin of our present money system—a matter of interest to school children as well as to older people.

Any boy or girl who has "done" arithmetic examples, in which the table of English money is used, has noticed how much more difficult and tedious is the operation than it would be if it involved values expressed in terms of American money. The difference is due, of course, to the fact that the scale of the English table, being irregular, requires, whether carried in the mind or put into figures, an amount of exertion with which the uniform scale of the American table enables the pupil to dispense. .

The English or British money system was in use in our country throughout the Colonial and Revolutionary periods. After the Revolutionary war, one of the tasks confronting the United States Government was that of framing a convenient and practical scheme by which values could be measured and accounts kept—a scheme including what is called in the arithmetics a "money table."

Our country then had no proper coinage of its own. Nearly all coins in circulation were from foreign mints and many of them clipped or counterfeited. The coin of common use was the Spanish "dollar," the value of which was uniform and well understood throughout the States, but in respect to coins of smaller value there was great confusion. The dollar we have mentioned ranged in value from six "shillings" (in Mass. or Va.) to thirty-two-and-a-half "shillings" (in S. C. or Ga.)

Under the Articles of Confederation, our National Government was carried on by a Congress, which, in turn, had provided for certain executive officers called Superintendents of departments.

In 1784 Robert Morris was Superintendent of the Department of Finance, Governeur Morris being his assistant. The Morrises were financiers. Mr. Jefferson was then a member of Congress in session at Annapolis. When the subject of coinage came up the Morrises presented a plan which embraced the "dollar" and the "cent," but at the same time fixed the unit of value at 1-1440 part of a dollar. Their plan embraced also the decimal idea, though not in a uniform scale or grade. The matter having been referred to a committee of which Mr. Jefferson was a member, he made a report conceding that "the general views of the financiers were sound and the principle "ingenious," but he considered that the unit was "too minute for ordinary use and too laborious for computation either by the head or in figures." As examples he cited that the price of a loaf of bread (1-20th doll.) would be 72 units, that of a pound of butter (1-5th doll.) would be 288 units. "Such a system of money arithmetic," said he, "would be unmanageable for the common purposes of society." He therefore proposed, instead, to adopt the dollar itself as a unit of account and payment, making its divisions, subdivisions, and multiples all in the decimal ratio. For coins he proposed a gold piece of ten dollars, a silver dollar, a silver tenth of a dollar (dime) and a copper hundredth of a dollar (cent.) Congress adopted this plan which today is essentially the American system of money arithmetic, in use in Canada as well as in the United States. The service thus rendered was one of the most useful and widely beneficial which Thomas Jefferson performed for his country.

21. JEFFERSON ON THE STUDY OF HISTORY.

(Letter to one of the Professors of the University of Virginia, October 25, 1825.)

I know not whether the professors to whom ancient and modern history are assigned in the University have yet decided on the course of historical reading which they will recommend to their schools. If they have, I wish this letter to be considered as not written, as their course, the result of mature consideration, will be preferable to anything I could recommend. Under this uncertainty, and the rather as you are of neither of these schools, I may hazard some general ideas, to be corrected by what they may recommend hereafter.

In all cases I prefer original authors to compilers. For a course of ancient history, therefore, of Greece and Rome especially, I should advise the usual suite of Herodotus, Thucydides, Xenophon, Diodorus, Livy, Caesar, Suetonius, Tacitus, and Dion, in their originals if understood, and in translations if not. For its continuation to the final destruction of the Empire we must then be content with Gibbons (*sic*), a compiler, and with Segur for a judicious recapitulation of the whole. After this general course, there are a number of particular histories filling up the chasms, which may be read at leisure in the progress of life. Such is Arrian, Q. Curtius, Polybius, Sallust, Plutarch, Dionysius (of) Halicarnassus, Micasi, etc. The ancient universal history should be on our shelves as a book of general reference, the most learned and most faithful, perhaps, that ever was written. Its style is very plain but perspicuous.

In modern history, there are but two nations with whose course it is interesting to us to be intimately acquainted, to-wit: France and England. For the former, Millot's General History of France may be sufficient to the period when Davila commences. He should be followed by Perefixe, Sully, Voltaire's Louis XIV and XV, Lacretele's XVIII me Siecle, Marmontel's Regence, Foulongion's French Revolution, and Madame de Stael's, making up by a succession of particular history the general one which they want.

Of England there is as yet no general history so faithful as Rapin's. He may be followed by Ludlow, Fox, Belsham, Hume, and Brodie. Hume's, were it faithful, would be the finest piece of history which has ever been written by man. Its unfortunate bias may be partly ascribed to the accident of his having written backwards. His maiden work was the History of the Stuarts. It was a first essay to try his strength before the public. And whether as a Scotchman he had really a partiality for that family, or thought that the lower their degredation the more fame he should acquire by raising them up to some favor, the object of his work was an apology for them. He spared nothing, therefore, to wash them white and palliate their misgovernment. For this purpose he suppressed truths, advanced falsehoods, forged authorities, and falsified records. All this is proved to him unanswerably by Brodie. But so bewitching was his style and manner, that his readers were unwilling to doubt anything, swallowed everything, and all England became tories by the magic of his art. His pen revolutionized the public sentiment of that country more completely than the standing armies could ever have done, which were so much dreaded and deprecated by the patriots of that day.

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22. MONTICELLO, THE HOME OF JEFFERSON.

By John Bach McMaster.

When Pickering and his companions were about to begin their journey eastward, from one triumphant reception to another, Jefferson mounted his horse and made his way through snow and sleet to his beloved Monticello. Of all the houses yet built by man none was so much a part of the owner. What the shell is to the tortoise, all that was Monticello to Jefferson. The structure had grown with his growth, and bore all over it the marks of his individuality and curious inventive genius. The plan, the strange mixture of styles and orders, the bricks that formed the walls, the nails that held down the floors, much of the furniture, was the work of his own brain, or the manufacture of his own slaves. It was in the fittings and furnishings of his home, however, that the

mechanical bent of his mind found free play, and carried him close to the bounds of eccentricity. On the top of the house was a weather-vane, which marked the direction of the wind on a dial placed beneath the roof of the porch. Over the main doorway hung a great clock, with one face for the porch and another for the hall. Cannon-balls were its weights, and one of them, as it passed down the wall, turned over each morning a metal plate inscribed with the day of the week. Not a sleeping-room contained a bedstead. Deep alcoves in the walls, with wooden frames for the mattresses, did duty instead. His own apartment was separated from this of his wife by two partitions, wide apart. Through these was cut an arch-way, taken up with the frame which supported the bed. One side of the bed was thus in the room of Mrs. Jefferson, and the other of the room of her husband. Above this archway was a closet, where in winter were stored the summer clothes

and in summer the winter clothes of the entire family. In his library were his "whirligig chair," his tables with revolving tops, and one with extension legs, to be used for writing in any position, sitting or standing. Trivial as these things seem, they are not to be forgotten in any attempt to judge the man.—From *History of the People of the U. S.*, vol. iii., p. 337.

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23. LINCOLN'S TRIBUTE TO JEFFERSON.

The principles of Jefferson are the definitions and axioms of free society. And yet they are denied and evaded with no small show of success. * * * All honor to Jefferson—to the man who, in the concrete pressure of a struggle for national independence by a single people, had the coolness, forecast, and capacity to introduce into a merely revolutionary document an abstract truth, applicable to all men and all times, and so to embalm it there that today and in all coming days it shall be a rebuke and a stumbling block to the very harbingers of reappearing tyranny and oppression.

Extract from a letter of Abraham Lincoln to H. L. Pierce and others, of Boston.

24. SOME OF THE POLICIES AND EVENTS OF JEFFERSON'S ADMINISTRATION ILLUSTRATED BY PICTURES.

This number can be used very effectively in the program for the little folks. As each figure is presented, a short explanation should be read by one of the student.

FIGURE 1. Jefferson's fourfold idea of education.

a. Primary school.
b. High school.
c. University.
d. Public library.

For representing the above figure the following suggestions are made: For a. have two little folks—a boy and a girl—dressed in school costume, with books, lunch, etc., starting for school; b. let a boy and girl represent this in whatever way seems most appropriate to the teacher; c. let the figures presenting this be dressed in a college cap and gown; d. let this be represented by children made up as elderly people carrying home books from the public library.

FIGURE 2. The Louisiana purchase.

This figure might be presented by little girls—one for each state made from the territory included in the purchase. Each child might carry the flag of the state she represents, or a more elaborate presentation may be given.

FIGURE 3. The war with the Barbary States.

This figure should be given by two boys, one dressed as a corsair and the other as a United States soldier. Let the latter have his foot on the neck of the former, as he lies at his feet, to indicate the suppression of piracy.

FIGURE 4. The Lewis and Clark expedition.

This figure should also be given by little boys. There could be two dressed as explorers; or others might be included dressed as Indians with whom the explorers are negotiating.

FIGURE 5. The Declaration of Independence.

A boy in colonial dress, sitting at a table writing.

25. AMERICA.

By Samuel Francis Smith.

1. My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrim's pride,
From every mountain side
Let freedom ring.

2. My native country, thee
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

3. Let music swell the breeze,
And ring from all the trees,
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
The sound prolong.

4. Our father's God, to Thee,
Author of liberty,
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

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